

LESSON PLAN PROFESSIONAL ETHICS

TASK: Apply the ethical decision-making process to a tactical situation.

CONDITIONS: In a small group discussion environment

STANDARDS: IAW FM 22-100.

TIME OF INSTRUCTION: 2 hours

MEDIA: Student Handout

TOPICS COVERED: As a leader, you must be a person of strong and honorable character committed to the professional Army ethic. This lesson will provide you with the fundamentals of what a leader must be to have the moral strength and courage to make hard decisions, the professional army ethic, and the ethical decision-making process.

Ref: FM 22-100.

Note: Emphasize to the students that a leader's behavior and values can have a major impact on the combat effectiveness of his unit.

The first area that provides the basis for professional ethics is **beliefs**.

QUESTION: What are beliefs?

ANSWER: Assumptions or convictions that you hold as true about some person, thing, or concept. Ref: FM 22-100, p 22, para 3.

Note: Ensure that students understand the elements of this definition: Assumptions are suppositions that something is true. Convictions are strong persuasions that something is true.

QUESTION: Why are your soldiers' beliefs important?

ANSWER: People generally behave in accordance with their beliefs. Emphasize that an individual cannot normally prove all of his beliefs. Some examples of individual beliefs that might affect individual behavior from fm 22-100, p 23 are: one soldier believes that "duty" means "8 to 5." Another believes that "duty" means selflessly serving his unit regardless of the time of day. One leader believes that rewards and punishments are the only way to motivate soldiers. Another believes that he should use rewards and punishments only in exceptional cases.

QUESTION: As a leader, why are your personal beliefs important?

ANSWER: The beliefs of a leader impact directly on the leadership climate, cohesion, discipline, training, and combat effectiveness of a unit. Ref: FM 22-100, p 23, para 2.

Note: Select students to explain in their own words how the personal beliefs of a leader could impact on each item in the above answer. Discuss student responses in light of these key points:

a. Leadership climate. A leader must create a climate that encourages his subordinates to want to actively participate and accomplish the mission. The key ingredients in developing this climate are mutual trust, respect, and confidence. A leader's belief that he can't trust his subordinates interferes with the development of a good leadership climate in the unit. Ref: FM 22-100, p 4.

b. Cohesion. Cohesion is the commitment of soldiers to each other. It strengthens their willingness to fight and sacrifice their personal safety. Cohesion also requires strong bonds of mutual trust, respect, and confidence. Ref: FM 22-100, p 42.

c. Discipline. Disciplined soldiers do their duty promptly and effectively in response to orders, or even in the absence of orders. The elements of discipline are values, character, and the will of soldiers and leaders. Ref: FM 22-100, p 42.

d. Training. Training must challenge soldiers and be as realistic as possible. Ref: FM 22-100, p 49.

e. Combat effectiveness. Combat effectiveness results from a combination of leadership climate, cohesion, discipline, and training. Ref: None.

THE NEXT AREA THAT PROVIDES THE BASIS FOR PROFESSIONAL ETHICS IS VALUES.

QUESTION: What are values?

ANSWER: Attitudes about the worth or importance of people, concepts, or things.

Ref: FM 22-100, p 23, para 3.

Note: Ensure that students understand the key element of this definition: an attitude is a mental position, feeling, or emotion.

QUESTION: How do values influence behavior?

ANSWER: People use their values to decide between alternative actions.

Ref: FM 22-100, p 23, para 3.

Note: Emphasize that personal values need not be logical. Select students to give examples of personal values that might influence behavior. The examples from FM 22-100, p 23, are: truth, money, friendships, justice, human rights, and selflessness.

THERE ARE MANY THINGS THAT INDIVIDUALS MAY VALUE. THE ARMY EXPECTS ALL SOLDIERS TO POSSESS SEVEN INDIVIDUAL VALUES.

QUESTION: What are the seven individual values considered essential for building the trust necessary for efficient unit operations?

ANSWER: Duty, Integrity, Courage, Loyalty, Respect, Selfless-Service, Honor

Note: Select students to explain in their own words how each individual value contributes to unit effectiveness. Ensure that the student responses include these key points:

- a. Duty - fulfill your obligations.
- b. Integrity - Do what's right, legally and morally.
- c. Courage - Face fear, danger, or adversity (Physical or Moral).
- d. Loyalty - Bear true faith and allegiance to the U.S. Constitution, the Army, your unit, and other soldiers.
- e. Respect - Treat people as they should be treated.
- f. Selfless-Service - Put the welfare of the nation, the Army, and your subordinates before your own.
- g. Honor - Live up to all the Army values.

THE NEXT AREA THAT PROVIDES THE BASIS FOR PROFESSIONAL ETHICS IS NORMS.

QUESTION: What are norms?

ANSWER: Rules or laws (normally based on agreed-upon beliefs and values) that members of a group follow to live or work together in harmony. Ref: FM 22-100, p 24, para 3.

Note: Select students to give examples of formal and informal norms. The examples from FM 22-100, p 24 are:

Formal norms are traffic signals, the Uniform Code of Military Justice, the Geneva Conventions, uniform regulations, safety codes, and unit SOPs. Informal norms are things like this unit will not abandon casualties.

SHARED VALUES ARE THE BASIS OF NORMS. AS A LEADER, YOU HAVE THE POWER TO INFLUENCE THE BELIEFS AND VALUES OF YOUR SOLDIERS.

QUESTION: Why is it important for you to nurture and shape the beliefs and values of your subordinates?

ANSWER: Their beliefs and values are fundamental motivating factors. Ref: FM 22-100, p 24, para 9.

YOU ALSO HAVE THE POWER TO INFLUENCE THE NORMS OF YOUR UNIT.

QUESTION: Why is it important for you to identify and shape the norms of your unit?

ANSWER: Unit norms govern the behavior of unit members. Like beliefs and values, unit norms can be fundamental motivating factors.

Note: FM 22-100 does not give the complete answer to the preceding question. The leadership in action example, p 24, para 5, implies that unit norms--e.g., not abandoning casualties--are important motivating factors.

QUESTION: How can you influence beliefs, values, and norms?

ANSWER: By setting the example; by recognizing behavior that supports professional beliefs, values, and norms; and by planning, executing, and assessing tough, realistic individual and collective training. Ref: FM 22-100, p 24, para 10.

Note: Select students to explain in their own words how each action can influence the beliefs, values, or norms of their subordinates. Discuss student responses in light of these key points:

a. Setting the example. As a leader, you must respect your soldiers and you must earn their respect if you are to influence their beliefs and values. Subordinates will always respect your rank, but they will base their genuine respect on your demonstrated character, knowledge, and professional skills. Ref: FM 22-100, p 25, para 2.

b. Recognizing behavior that supports professional beliefs, values, and norms. Once your soldiers respect you and want your approval, you can guide them to demonstrate unselfish concern for the unit and other soldiers. You can reinforce this behavior with positive feedback and by praising them for things they do that support duty, cohesiveness, discipline, good training, and good maintenance. Ref: FM 22-100, p 25, para 3.

- c. Planning, conducting, and assessing tough, realistic individual and collective training. "Tough" training occurs when leaders and soldiers mutually experience realistic, exhausting conditions that prepare them, as a team, for the stress of combat. Ref: FM 22-100, p 24, para 10 and 11.

THE FINAL AREA THAT PROVIDES THE BASIS FOR PROFESSIONAL ETHICS IS CHARACTER.

QUESTION: What is character?

ANSWER: A person's inner strength that links values and behaviors.

Ref: FM 22-100, p 25, para 4.

QUESTION: Why is character important?

ANSWER: Soldiers want leaders who provide strength, inspiration, and guidance to help them become winners. The soldiers' assessments of a leader's character determine whether or not they are willing to trust their lives to that leader.

Note: This answer paraphrases a portion of the text in FM 22-100, p 25, para 10.

QUESTION: How can you build your own character?

ANSWER: To build your own character you can: assess the present strength of your values and character. Determine the values you want to promote. Seek out missions and situations that support developing such character. Select a role model who demonstrates the values and character you are trying to develop.

Ref: FM 22-100, p 28, para 4.

QUESTION: How can you influence the character of your soldiers?

ANSWER: By eliminating counterproductive beliefs, values, and behaviors.

Ref: FM 22-100, p 28, para 8.

Note: Briefly emphasize that leaders will not be able to influence the beliefs, values, and character of all soldiers. They can help soldiers to develop character if the soldiers want to change.

The next area we will discuss is the professional army ethic. from the ideals of the constitution to the harsh realities of the battlefield, the four elements of the professional army ethic contain the values that guide the way you must lead.

QUESTION: What is the professional army ethic?

ANSWER: The doctrinal statement of the principles that the moral context for service to the nation. Ref: FM 22-100, p 29, para 2.

Discuss student responses in light of these key points: Loyalty means being loyal to the nation, the Army, and the unit. Loyalty to the Army means supporting the military and civilian chain of command. Loyalty to the unit expresses both the obligation between the leaders and the led and the shared commitment of soldiers to other soldiers. Duty means accomplishing all assigned tasks to the fullest of your ability. Selfless service means that you must resist the temptation to put self-gain, personal advantage, and self-interests ahead of the interests of the nation, the Army, or your unit. Your rank and position are not personal rewards. You earn them so that you can better serve the nation, the Army, and your unit. Integrity means being honest and upright, avoiding deception, and living the values that you suggest for your subordinates. Integrity is the basis for the trust and confidence that must exist among members of the Army.

THE CONCEPTS OF BELIEFS, VALUES, NORMS, AND CHARACTER ARE FUNDAMENTAL TO AN UNDERSTANDING OF PROFESSIONAL ETHICS.

QUESTION: What are ethics?

ANSWER: Ethics are principles or standards that guide professionals to do the moral or right thing. Ref: FM 22-100, p 30, para 4.

AS A LEADER, YOUR COMMITMENT TO THE PROFESSIONAL ARMY ETHIC REQUIRES YOU TO FULFILL THREE ETHICAL RESPONSIBILITIES. Ref: FM 22-100, p 30, para 5. They are:

Select students to explain the goal of each responsibility and suggest at least one action necessary to fulfill that responsibility. Ensure that student responses include these key points:

- a. Be a role model. You are on display at all times and your actions speak louder than your words. Ref: FM 22-100, p 30, para 6.
- b. Develop your subordinates ethically. You must shape the beliefs and values of your soldiers to support the values of the nation, the Army, and the unit. You develop your subordinates by personal contact and by teaching them how to reason clearly about ethical matters. Ref: FM 22-100, p 30, para 8.
- c. Avoid creating ethical dilemmas for your subordinates. Since your soldiers will want to please you, do not ask them to do things that will cause them to behave unethically. Ref: FM 22-100, p 30, para 10.

The key to fulfilling your ethical responsibilities is ensuring that your own behavior is ethical. This may not seem to be a problem. In most situations, the ethical course of action is obvious. The real question is whether or not you have the character to live by sound professional values when under pressure. Ref: FM 22-100, p 31, para 2.

Sometimes, however, you will find yourself in complex situations where the right ethical choice is unclear. When in such situations, you should use a decision-making process to help you identify the course of action that will result in the greatest moral good.

QUESTION: What is the name of the decision-making process we have available to us?

ANSWER: The ethical decision-making process. Ref: FM 22-100, p 32, para 4.

QUESTION: What are the steps in the ethical decision-making process?

ANSWER: Interpret the situation, analyze factors and forces, choose course of action, and implement course of action. Ref: FM 22-100, p 31, para 3.

For the remainder of this lesson we will apply the ethical decision-making process (EDM) using the situation in student handout 1. We will use a modified version of the EDM process model to guide us in applying the EDM process. First let's discuss the EDM steps and elements. Ref: FM 22-100, p 31, para 3.

QUESTION: What is the first step in the ethical decision-making process?

ANSWER: Interpret the situation. What is the ethical dilemma? Ref: FM 22-100, p 31, para 3.

Note: Poll the group to identify the ethical dilemma in Student Handout 1. Remind the students that ethical dilemmas exist when two or more deeply held values collide. The basic problem in this situation is a conflict between the value of "mission accomplishment" and the value of "obeying the laws of land warfare." Remember that each student perceives the situation in terms of his own personal beliefs, values, norms, and character. It is possible that some students may not value either "mission accomplishment" or "obeying the laws of land warfare" highly enough to perceive the ethical dilemma in this situation.

QUESTION: What is the second step in the EDM process?

ANSWER: Analyze all the factors and forces that relate to the dilemma. Ref: FM 22-100, p 31, para 3.

Note: Select students to explain how each force in this model might have a bearing on the problem. Ensure that student responses include these key points:
Ref: FM 22-100, p 32, para 2.

a. Laws, Orders, And Regulations. The law of land warfare requires soldiers to avoid the unnecessary loss of civilian life and property. Your concern that violations of the law of land warfare fall under the UJMC might influence you to choose another course of action.

b. Basic National Values. Our country has a public commitment to defeat an enemy in battle. This commitment, however, does not condone the use of all available means, only what is militarily necessary to win. There is also a "principle of proportionality" that requires that violence in war must not create a greater evil than it seeks to destroy. Our country also has a public commitment to respect the rights and safety of civilians caught in the area of military operations. This commitment does not require that we abandon any plan that endangers civilians; rather we strive to minimize civilian casualties. Your interpretation of these commitments might influence you to call for mortar fire on the house. On the other hand, the psychological effect on both the local nationals and the American public could do more damage to the war effort than you would gain from aggressive actions. This consideration might influence you to choose another course of action.

c. Traditional Army Values. Mission accomplishment, concern for the safety of subordinates, and loyalty to the unit are all values that might influence you to call for mortar fire on the house. Obeying the laws of land warfare and showing concern for the innocent might influence you to choose another course of action.

d. Unit Operating Values. Unit norms are unknown in this example. Some units might have inappropriate norms that could influence you to make a hasty decision:

- "In combat, the end justifies the means."
- "If the enemy violates the laws of war, then the laws of war no longer apply."
- "The safety of U.S. troops and equipment is more important than the safety of civilians or damage to any buildings."

Your Values. It is impossible for anyone to determine in a classroom exactly what he will think or feel in combat. Past experiences and strongly cherished values would influence your decision. Institutional Pressures. The previously

issued directive that urged fast, aggressive action might influence you to call for mortar fire.

QUESTION: Since ethics is a part of leadership, what other factors should you consider in the ethical decision-making process?

ANSWER: You should also consider the four factors of leadership--the led, the leader, the situation, and communications. Ref: FM 22-100, p 32, para 3.

Note: Select students to explain how each of the four factors of leadership influences the choice of a course of action. The following are some examples of how the factors of leadership may influence the course of action:
Ref: FM 22-100, p 32, para 3.

a. Led. Your concern for the welfare of your soldiers could influence you to call for mortar fire.

b. Leader. Your concern to accomplish your assigned mission could influence you to call for mortar fire. Your concern to protect yourself from the consequences of a bad decision could influence you to "pass the buck" to your commander.

c. Situation. Your knowledge of your own limitations in ethical situations might also influence you to "pass the buck."

d. Communications. Effective communication does not appear to be a major consideration in this situation. Your soldiers freely communicated their concerns to you. Your desire to maintain this bond should influence you to carefully consider their concerns when identifying and evaluating courses of action.

QUESTION: What is the third step of the EDM process?

ANSWER: Choose the course of action you believe will best serve the nation.
Ref: FM 22-100, p 31, para 3.

Note: Emphasize to the students that the course of action chosen must be the one that best serves the nation, not themselves or their superiors. Explain to the students that identifying and evaluating possible courses of action are implied steps. Select several students and have them identify possible courses of action. Some possible courses of action are:

a. Call for mortar fire on the house--the "mortar fire" course of action.

b. Communicate your situation to higher authority and take no further action until given directions--the "wait-for-further-instructions" course of action. Engage

the enemy patrol in the house using tactical means of limited destruction; e.g., Sniper fire, squad or platoon assault, etc--the "sniper/assault" course of action.

Next, select students to weigh the alternative courses of action in terms of influencing forces and principles. Guide student responses to the following key points:

- a. The "mortar fire" course of action aims at mission accomplishment and the safety of your soldiers, but violates the law of land warfare.
- b. The "wait-for-further-instructions" course of action is more supportive of the law of land warfare and your personal concern for the safety of innocents, but it could cost the lives of more of your soldiers.
- c. This "sniper/assault" course of action supports the law of land warfare and our nation's commitment to the safety of innocents, but it could also cost the lives of more of your soldiers.

Finally, poll the group to select a course of action.

QUESTION: What is the final step of the EDM process?

ANSWER: Implement the course of action you have chosen.

Ref: FM 22-100, p 31, para 3.

Note: Emphasize that success in this step really depends on the character of the leader. Identifying the ethical course of action is often easier than implementing it. Poll the group to identify some consequences of the chosen course of action. The group may favor the "wait-for-further instructions" course. Some students may prefer the "sniper/assault" plan. Remind these students that it will require a substantial amount of moral courage to adopt a plan that protects civilians by exposing one's own soldiers to added risks. The students should avoid the "mortar fire" course because any attack that disregards the safety of civilians could work against the interests of the United States and make the establishment of a lasting peace more difficult.

SECTION III--SUMMARY

In this lesson, we discussed the professional army ethic and the ethical decision-making process. Your ability to lead flows from your individual beliefs, values, norms, and character. Your ability to inspire soldiers to do the brave and right thing flows from the example you set. The professional army ethic contains the values that guide the way leaders should carry out their professional responsibilities. When faced with a situation where the right ethical choice is unclear, you must be able to use the ethical decision-making process to resolve

the dilemma. You must have the moral strength and courage necessary to make hard decisions.

STUDENT HANDOUT

Situation.

You are the first sergeant of Team A, TF 1-77. Your company is occupying security outpost positions in a farming region of some country. It is just after dark and you are at the company headquarters in a barn. You hear gunfire from the direction of your company's checkpoint by the road. SFC Jones, your reaction force leader, runs to get his men and you run to the checkpoint.

You arrive at the checkpoint and find three dead enemy soldiers. Two of your soldiers, PFCs Smith and Brown are also dead. SGT Phillips, the checkpoint NCO, received wounds in the fighting. As you begin first aid, he tells you that three enemy soldiers ran into the farmhouse across the road.

SFC Jones and his reaction force arrive in time to hear SGT Phillips tell you about the enemy soldiers in the farmhouse. SFC Jones wants to call for mortar fire on the farmhouse, but SGT Phillips tells you that the family living in the farmhouse brought coffee and food to the checkpoint just before dark. SGT Phillips doesn't want to repay the family's kindness by destroying their house or killing them.

You know that the law of land warfare requires you to avoid the unnecessary loss of civilian life and unnecessary destruction of civilian property, but you have already lost two men and don't want to lose any more. Your mission requires you to take rapid, aggressive action to kill or capture enemy soldiers in your area. If you don't do something fast, the enemy soldiers may leave the farmhouse and continue their mission. What should you do?